

APPENDIX V – 66

ILA ELD LOOK FORs PPT

The "Look Fors" in an ELD Classroom:

Combining Compliance and Best Practices

Language Acquisition Department
Tucson Unified School District
2016

Presenters: Mark Alvarez, Paula Cortes and Patricia Sandoval-Taylor

Session Objectives

Participants will:

- become familiar with the historical perspectives surrounding students in TUSD.
- be able to identify evidence of required documentation to meet ADE's models for English Language Learners (ELLs), including:
 - Arizona ELP standards in lesson plans
 - Schedules aligned with the time allocations in a four hour model
 - The Individual Language Learner Plan (ILLP) implementation process. (Where applicable)
- become familiar with a monitoring rubric used to help evaluate and develop best practices for the instruction of language learners.

Session Objectives cont.

Participants will:

- observe a classroom of language learners and use a monitoring rubric to evaluate a classroom's best practices.

Historical Perspective

Currently in TUSD...

We have:

- About 48,000 students
- 63.6% Hispanic students
- 21% White/Anglo
- 5.5% African American
- 3.7% Native American
- 2% Asian American
- 4% Other ethnicities
- 103 languages represented

Current Alternative Language Programs (ALP) in TUSD

At the elementary level there are:

- 8 Dual Language program schools
- 29 4-hour ELD Model program schools (School-wide or a portion of the school)
- 39 ILLP program schools (School-wide or a portion of the school)

Current Alternative Language Programs (ALP) in TUSD cont.

At the secondary level there are:

- 3 Dual Language program schools
- 8 4-hour ELD Model programs (School-wide or a portion of the school)
- 26 ILLP programs schools (14 of these schools include one or two periods of ELD.)

What is/are the current ALP program/s in your school?

THINK PAIR SHARE

Elementary 4-Hour ELD/SEI Model

or 90 min. blocks each for intermediate level students who qualify

Secondary 4-Hour ELD/SEI Model

For intermediate level students, ELD instruction can be reduced by up to two hours.

Schools with fewer than 20 ELLs in 3 consecutive grade levels are placed on an...

ILLP (INDIVIDUAL LANGUAGE LEARNER PLAN)

- Arizona ELP standards in lesson plans
- Evidence of the 4 hour model in posted schedules (at elementary) and lesson plans
- Individual Language Learner Plan (ILLP) in place (where applicable)

REQUIRED DOCUMENTATION TO MEET ADE'S MODELS FOR ENGLISH LANGUAGE LEARNERS (ELLs)

Integrated ELD Weekly Lesson Plan (Sample)

Evidence of the ELD Model in...

The daily schedule and posted objectives

Posted Daily Schedule (Sample)

8:00 a.m.-8:10 a.m. - Attendance/PL
 8:10 a.m.-10:10 a.m. - Oral English & Vocabulary
 10:10 a.m.-11:10 a.m. - Writing and Grammar
 11:15 a.m.-12:00 p.m. - Lunch
 12:00 p.m. - 1:00 p.m. - Writing and Grammar
 1:00 p.m. - 2:10 p.m. - Math
 2:10 p.m. - 2:40 p.m. - Science/ Social Studies
 2:45 - Dismissal

Note: This must match Lesson Plans and Instruction

Think Pair Share

At your table discuss the following:

What are your school's expectations of a posted schedule?

Sample Posted Schedule

Does this schedule meet the 4-hour model requirement?

Easily accessible student friendly objectives that reflect the ELP standards

Posted ELP Standards in student friendly language

Additional Expectations for the 4 hour ELD Model Classroom

- Classroom **schedules** must match **plans and instruction**
- Post student-friendly **language objective** that reflects the **ELP standard**
- Student Rosters** with students' level of AZELLA must be present
- Instruction must reflect a **50/50 balance** of language use by teacher and student

Sample of what to have available for monitors

Student Roster

21 *

Also...

Teacher are expected to:

- Use correct grammar
- Encourage students to respond in complete sentences
- Use district adopted ELD materials for instruction and assessment - *Avenues and Visions* at the Middle School level.

22 *

Middle School Grammar Scope and Sequence

23 *

Remember...

24 *

Requirements for Elementary and Self-contained 6-8 Schools Implementing ILLPs

The mainstream teacher and ELD resource teacher complete this process for each ELL.

- ❖ ILLP Form completed to include signatures
- ❖ ILLP Quarterly Template - Attachment AB Form completed

To ensure ELLs needs are met, place ELLs in a designated ILLP classroom to create a critical mass of students. Please refrain from spreading ELLs out.

25 *

ILLP FORM

Individual Language Learner Plan (ILLP)
Required documentation

Student Name: _____ Date: _____
 School: _____ District: _____
 Grade: _____ ILLP Number: _____ Date of Plan: _____

The ILLP is the individualized plan for each English Language Learner (ELL) student who is designated as such (including students for the coming year).

The ILLP will be reviewed and updated quarterly. English language acquisition instruction is required for the entire year. The ILLP will be updated when necessary.

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26 *

ILLP Attachment AB Samples

All ELP Standards have to be entered per quarter, assessed and revised.

27 *

Showing Evidence of ELD Instruction

28 *

Sample Evidence of ELD Instruction in Mainstream Lesson Plans

29 *

Combining Compliance and Best Practices

Monitoring and Evaluating ALP Programs

30 *

Best Practices for ELL's

Remember SIOF

| Best Practice | Key Elements |
|---|---|
| 1. Provide a safe and supportive environment | • Establish a positive climate for learning |
| 2. Use effective instructional practices | • Use differentiated instruction |
| 3. Engage all students in learning | • Use formative assessment |
| 4. Provide meaningful and relevant learning experiences | • Use authentic tasks |
| 5. Monitor and evaluate student progress | • Use data to inform instruction |

31 *

District Level Monitoring

- Paper compliance monitoring
- School visits and follow-up on professional development
- Walkthroughs at targeted schools (a cross section of programs)
 - This is a full day **Walkthrough** using a monitoring Rubric

32 *

ALP MONITORING RUBRIC

A tool for guiding your observations to create optimal programs for ELLs

33 *

Sort the cards onto the provided grid

CARD SORT

34 *

ALP Monitoring Rubric Notes

| Category | Indicator | Rating | Notes |
|--------------------------|-----------|--------|-------|
| Classroom Environment | 1.1 | | |
| Instructional Strategies | 1.2 | | |
| Student Engagement | 1.3 | | |
| Language Use | 1.4 | | |
| Assessment | 1.5 | | |
| Professional Development | 1.6 | | |
| Collaboration | 1.7 | | |
| Leadership | 1.8 | | |
| Communication | 1.9 | | |
| Community | 1.10 | | |

35 *

Monitoring Report Rubric

| Category | Indicator | Rating | Notes |
|--------------------------|-----------|--------|-------|
| Classroom Environment | 1.1 | | |
| Instructional Strategies | 1.2 | | |
| Student Engagement | 1.3 | | |
| Language Use | 1.4 | | |
| Assessment | 1.5 | | |
| Professional Development | 1.6 | | |
| Collaboration | 1.7 | | |
| Leadership | 1.8 | | |
| Communication | 1.9 | | |
| Community | 1.10 | | |

36 *

Looking at the Rubric, select two Golden attributes in an SEI classroom to discuss with a partner

Think Pair Share

37 *

View Vignette of a SEI Refined Model Classroom

USING THE MONITORING RUBRIC... SCORE THE CLASSROOM ENVIRONMENT AND THE LESSON FOCUS

38 *

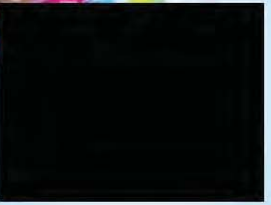
39 *

View Vignette of a Dual Language Classroom

USING THE MONITORING RUBRIC... SCORE THE LANGUAGE USE, INSTRUCTIONAL STRATEGIES AND THE STUDENT ENGAGEMENT SECTION

40 *


41



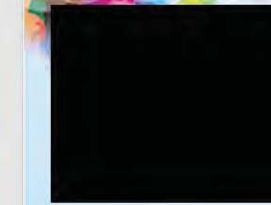
View Vignette of a Dual Language Classroom

USING THE MONITORING RUBRIC... SCORE ALL COMPONENTS EXCEPT THE ASSESSMENT DATA SECTION

42



43



44

Sample Monitoring Report

2014-2015 Language Acquisition Progress Report

| Component | Spanish | English | Spanish | English | Spanish | English |
|--------------------------|---------|---------|---------|---------|---------|---------|
| Classroom | 4 | 2 | 3 | 3 | 3 | 3 |
| Instruction | 2 | 3 | 3 | 3 | 3 | 3 |
| Assessment | 4 | 3 | 3 | 3 | 3 | 3 |
| Professional Development | 3 | 3 | 3 | 3 | 3 | 3 |
| Family Engagement | 3 | 3 | 3 | 3 | 3 | 3 |
| Community Engagement | 3 | 3 | 3 | 3 | 3 | 3 |
| Overall Score | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

45

Sample Monitoring Report cont.

Component of Language Acquisition Progress Report

PROFESSIONAL DEVELOPMENT: Content area of language acquisition... The 2014-2015 monitoring report... The 2014-2015 monitoring report... The 2014-2015 monitoring report...

LEARNING OPPORTUNITIES: Content area of language acquisition... The 2014-2015 monitoring report... The 2014-2015 monitoring report... The 2014-2015 monitoring report...

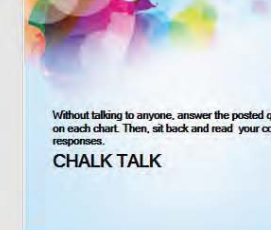
PROFESSIONAL DEVELOPMENT: Content area of language acquisition... The 2014-2015 monitoring report... The 2014-2015 monitoring report... The 2014-2015 monitoring report...

46

Monitoring Rubric Alignment with the Danielson Model

| Monitoring Rubric | Alignment with Danielson Model |
|-------------------|--|
| Classroom | 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24, 2.25, 2.26, 2.27, 2.28, 2.29, 2.30, 2.31, 2.32, 2.33, 2.34, 2.35, 2.36, 2.37, 2.38, 2.39, 2.40, 2.41, 2.42, 2.43, 2.44, 2.45, 2.46, 2.47, 2.48, 2.49, 2.50, 2.51, 2.52, 2.53, 2.54, 2.55, 2.56, 2.57, 2.58, 2.59, 2.60, 2.61, 2.62, 2.63, 2.64, 2.65, 2.66, 2.67, 2.68, 2.69, 2.70, 2.71, 2.72, 2.73, 2.74, 2.75, 2.76, 2.77, 2.78, 2.79, 2.80, 2.81, 2.82, 2.83, 2.84, 2.85, 2.86, 2.87, 2.88, 2.89, 2.90, 2.91, 2.92, 2.93, 2.94, 2.95, 2.96, 2.97, 2.98, 2.99, 3.00 |

47




Without talking to anyone, answer the posted question on each chart. Then, sit back and read your colleagues' responses.

CHALK TALK

48

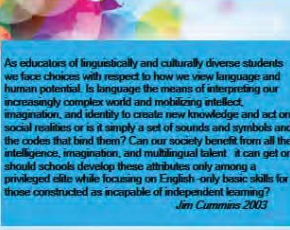
Questions??



Thank You!

Language Acquisition
TUSD 2016

49



As educators of linguistically and culturally diverse students we face choices with respect to how we view language and human potential. Is language the means of interpreting our increasingly complex world and mobilizing intellect, imagination, and identity to create new knowledge and act on social realities or is it simply a set of sounds and symbols and the codes that bind them? Can our society benefit from all the intelligence, imagination, and multilingual talent it can get or should schools develop these attributes only among a privileged elite while focusing on English-only basic skills for those constructed as incapable of independent learning?

Jim Cummins 2003